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ABSTRACT

This mentor-mentee handbook is designed primarily for mentors working with faculty new to teaching in higher education. It describes mentoring as guiding someone through a developmental process. The author discusses the roles and functions of the mentor, pointing out that the mentor's goal should be to help the beginning faculty member develop and enhance competence, self-confidence, self-direction, and professionalism. The handbook also explores role modeling, demonstration techniques, professional portfolios, payoffs and pitfalls, and evaluation and feedback. In a section titled "Putting It All Together," the author provides a year-at-a-glance checklist and details each month's activities. Criteria and guidelines for feedback make up the "Evaluation and Feedback" section and include: (1) describing the behavior of the mentee rather than judge him/her; (2) providing specific feedback, not general; (3) providing concern for the needs of both mentor and mentee; and (4) timing feedback appropriately. Finally, a "Quick Flip Questions for Critical Thinking" section offers a table outlining Blooms Taxonomy with levels of questions. Appended are observation tools, a first-week checklist, reporting forms for mentor and mentee, and lesson plans. (Contains 6 figures and 15 tables.) (EMH)

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CCM
Community College Mentoring Program
Mentor-Mentee Handbook

J. Van Ast

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Preface

One important key to successful mentoring is moving the mentee from some level of dependence *to a high level of independence*

It is probably safe to assume that the vast majority of this handbook's readers are current or former teachers. Equally safe to assume is that readers have stories to tell about their first year of teaching. Ranging from heartwarming to heart wrenching, stories of first-year classroom experiences are part of teaching lore. The new employee experience is common to every profession; new physicians, truck drivers, lawyers, nurses, bricklayers, and architects all must apply the many elements of their trade for the first of many thousand times. Each must learn to transfer what they were taught as students or apprentices to what they must do as practitioners of their chosen profession. However, few new professionals feel the angst of isolation felt by beginning community college faculty.

Few professions physically isolate their newest members from daily contact with their colleagues. Few professions provide such low levels of supervision and role modeling or require neophytes to assume responsibility on par with the most experienced veterans. Some of the more painful stories of first-year faculty result from this set of conditions. Many educators believe the profession has hindered the development of beginning faculty and, in fact, has tragically lost some of those with high potential. This situation, however, is changing.

As this handbook is being written, many departments and their respective community colleges have begun systematically addressing the needs of beginning faculty by implementing formal programs of induction into the profession. Many of these induction programs feature experienced and accomplished teachers, often referred to as "mentors," who provide assistance to beginning teachers. This handbook is designed and written to support the efforts of these mentors. This *Mentor-Mentee Handbook* is intended as a reference, blueprints, and planning schedule to the various skills and knowledge areas required for becoming an effective mentor. It supplements the formal training often required to develop mastery and is the basis for critical and essential mentor training program, conducted by the CCM program. It details all kinds of "goodies" as well as an "action plan" format, monthly "growth" reports, and annual goal setting strategies.

This handbook includes a description of mentoring--its definition, purpose and application to professional development for the induction mentoring process. Presented are characteristics of good mentors, their relationships with their mentees and typical activities associated with mentoring. One section of the handbook addresses the implementation of mentoring activities during the course of a traditional academic year. Suggested are various mentoring activities, which correspond, chronologically and substantively, to typical activities of a teacher's year. A specific of the handbook is the mentor-mentee relationship. Another section recognizes that the mentoring process involves challenges, pitfalls and rewards. References and supplementary materials are provided in the appendices.

The Mentor-Mentee Handbook is designed primarily for mentors working with faculty new to teaching in higher education. This mentoring process also lends itself to seasoned faculty and college personnel who have supervisory responsibilities. In fact, with some modification this handbook lends itself to all faculty members across the college – teaching as well as supervisory. Ideally, the handbook is a resource stimulating mentor-mentee teams to create a mutually beneficial and rewarding relationship.

Introduction

Introduction

"Those having torches will pass them on to others."
Plato, *The Republic*

The origin of the term "mentor" dates to the time of Homer, specifically to *The Odyssey*. Homer describes his hero, Odysseus, preparing to set out on a epic voyage, though his son, Telemachus, must remain behind. Odysseus asks a trusted friend, Mentor, to guide and counsel Telemachus in his absence. From this ancient literary figure, mentor has come to mean *one who helps guide a mentee through a developmental process*, whether that process be the transition from childhood to adulthood or from student to professional from novice instructor to master teacher. Because of the complexity of this task, mentors are variously considered to be teachers, counselors, friends, role models, and more.

Modern day mentors are found in different segments of society and marked by both similarities and differences. The "Big Brother" and "Big Sister" programs are based on the mentor concept; athletic or drama coaches may be mentors also. Mentors are defined more by their relationship with their mentees than by a position or title. The CCM program mentor-mentee relationship is intended to be by design and with such effort. Many instances of the latter are occurring in the business community and, even more recently, in the teaching profession. Clearly, the benefits derived from working closely with a mentor are great. Leidig (1996) writes, "The establishment of an effective mentoring system in higher education represents a real investment in people."

The condition of not knowing is common to beginning faculty. Beginning faculty are faced by and accountable for or to—sometimes it is not clear which—unknown students, teaching colleagues, administrators, and yes, even students' family members and sometimes the student's probation officer. In the midst of so many strangers, it is difficult to know to whom to turn or where to begin. In addition, the department and college environments have norms and rituals that most probably are new and strange. The large number of factual and procedural unknowns can send the beginning teacher into a state of shock wherein it becomes impossible to transfer previously mastered concepts and skills (Corcoran, 1981). Studies indicated that new instructors are not prepared for the overall duties of the career as a faculty member, except for being knowledgeable in their subject area and there is a large difference between what they actually know (Mumpower, 1993; Dowd, 1995; Campbell 1995).

In several studies, a large portion of highly successful people in business have reported that mentors played an important role in their career development.

Needs of Beginning Faculty

Without a structured mentor-mentee experience, the new teacher, during their first year in the profession, may work harder and achieve less than any other year in their teaching career.

All mentors have vivid memories of their own first year experience; somehow the more traumatic ones seem to stand out. They often voiced contention that the first year is one of trauma, drama, and basic survival, which may be overstated, however. Not all new faculty report great levels of difficulty and stress their first year. The truth is that a wide variance exists in the quality of first-year experiences. Even so, researchers who have looked at the needs, problems, and concerns of beginning teachers have identified the following issues. They include:

- Maintaining classroom management and discipline.
- Managing time, including striking an appropriate balance between personal and professional time.
- Motivating students generally, but especially working with students who have special problems or needs, whether the needs are perceived or real.
- Managing classroom instruction, including: planning instruction, finding resources and materials, evaluating student progress and coping with a wide variance of student ability in the same class.
- Experiencing feelings of isolation.
- Developing positive relationships with administrators, colleagues, and students.
- Coping with workload: number of preparations, teaching outside area of expertise, being assigned more "difficult" classes, and too many extracurricular responsibilities.

Often, new faculty members face the challenges of teaching under-prepared ethically diverse, and nontraditional students (Ledig, 1996).

Enter the Mentor

New faculty should know how adults learn, how to increase motivation among students, and the impact that developing mentoring relationships have on individuals (Dowd, 1995; Torsella, 1994; Rickert, 1995). Numerous descriptive studies and program evaluations clearly conclude that the "chemistry" present in a good mentor-mentee relationship significantly benefits the beginning faculty member, not only during the difficult first year, but also in years to come. There needs to be careful pairing of the mentor and mentee with considerations to gender, personality, experience, and position (Stroman, 1994; Dowd, 1994). This handbook suggests specific ways the mentor and beginning faculty can work together to achieve these benefits.

Roles & Functions of the Mentor

The Mentor Role

"The mentor is one of the most developmentally important relationships a person can have in early adulthood."
Daniel Levinson, *Seasons of a Man's Life*

Mentors are special people. They are highly accomplished faculty, yet "curriculum vitae" expertise is not enough. They may have many years of "front-line experience behind them, yet more than experience is required. The qualities and responsibilities of a good mentor include, but go beyond, those of an accomplished teacher or scholar.

While a "vacancy announcement" (*see page 10*) is an unlikely means of recruiting mentors, the hypothetical one on the following page does suggest some needed attributes. The remainder of this section explores those qualifications and responsibilities in more detail.

Good mentors educate employees with honest feedback, give penalty--free advice, and they communicate often with other participants to share ideas and experiences (Reid, 1994).

Too often, during the first years of "on-the-job training," new faculty has to master their craft through trial and error and in an isolated environment. The mentoring process can mitigate this isolation and accelerate the learning process for beginning faculty members. The mentor plays a vital role in the development of the beginning teacher. It is the job of the mentor to provide support and collegiality while helping the beginning faculty learn the "ropes" in the complex art and science of teaching. The mentor is an "assessor," not an evaluator. Rather, in a variety of ways, the mentor offers the beginning faculty opportunities to share and to learn from an experienced colleague. Important Roles of the mentor include: providing feedback, acting as a model, providing guidance for doing paperwork, and to provide assurance about common fears and problems of beginning teachers (Freiberg, 1994).

The primary task of the mentor, therefore, is to work to establish a relationship with the mentee based on mutual trust, respect, support, and collegiality.

The essence of mentoring is the individual relationship between an experienced and expert professional, and a trained, but inexperienced neophyte or mentee. The mentor may incorporate a variety of strategies and activities to help the mentee grow and develop in professional competence, attitudes, and behaviors. But, regardless of the specific activities of the mentor, it is the qualitative nature of the relationship, which determines the success and effectiveness of the

mentor in achieving daily, monthly and annual goals. Fleming (1996) proposed that the quality of the relationship is more important that the actual mentoring behaviors.

The mentor's goal should be to help the beginning faculty member develop and enhance:

- **Competence**--mastery of the teaching and learning knowledge, skills, and application, which affect the learner and teacher alike.

- **Self-Confidence**--belief in one's ability to make good decisions, to be responsible, and to be in control.

- **Self-Direction**--the assurance and ability to take charge of one's personal, professional, and career development.

- **Professionalism--**to understand and assume the responsibilities and ethics of the teaching and learning profession.

If new instructors believe they can, they are correct.
If new instructors believe they cannot, they are also correct.
If new instructors believe their students can learn, they are correct.
If new instructors believe their students cannot learn, they are also correct.

Mentor Faculty Vacancy Announcement

Description

Experienced faculty who have mastered their teaching and learning profession and are dedicated to promoting excellence in the profession are sought as mentors for beginning faculty just starting their teaching careers. Mentors must play several roles, including guide, role model, sponsor, counselor, coach, resource, colleague, shoulder to cry on, and hearts to celebrate success.

Responsibilities

As a mentor, you will be responsible for:

- Meeting regularly with your mentee, both formally and informally.
- Guiding your mentee through the daily operation of the college.
- Arranging for your mentee to visit different teachers' classes.
- Demonstrating lessons for your mentee.
- Observing your mentee's teaching and providing feedback.
- Being a role model in all aspects of professionalism.
- Developing your skills as a mentor as well as a teacher.
- Supporting and counseling your mentee, providing perspective when needed.
- Listening (over and over and over).
- Modeling and providing time management techniques.

Qualifications

It takes a special person to be a good mentor. Maturity, self-assurance, patience, and confidence in your knowledge and ability are prerequisites for this important undertaking. More specifically, a good mentor is a teacher who:

- Is a skillful teacher.
- Is able to transmit effective teaching and learning strategies.
- Has a thorough command of the curriculum being taught.
- Is a good listener.
- Can communicate openly with the beginning faculty.
- Is sensitive to the needs of the beginning faculty member.
- Understands that teachers may be effective using a variety of styles and is careful not to be overly judgmental.
- Focuses on teaching and learning outcomes, not curriculum content/outcomes.

Conditions of Employment:

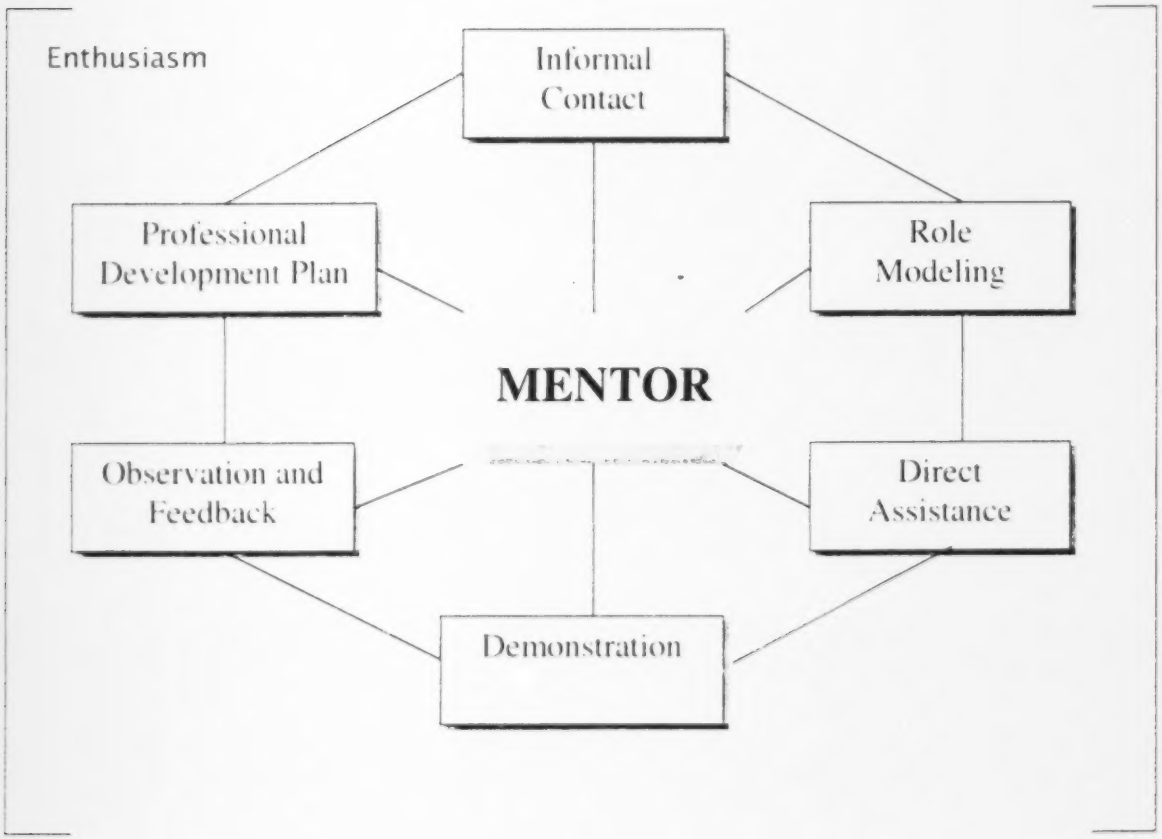
Extra time, effort, and commitment are required. Increased contact with colleagues, professional stimulation and sense of accomplishment are likely. Tangible compensation–never enough; intangible rewards–priceless.

Mentors needed every year, apply now!

Mentor Functions
Teaching and Learning Excellence: What Does It Takes?

Achieving these goals requires that the mentor perform a variety of functions. These functions range from serving as a role model in the full scope of daily professional activities to developing specific skills such as classroom observations. The following diagram portrays the range of mentor functions. Each function is fully described in the remainder of this section.

Figure 1: Atomic view of mentor functions



General Mentor Functions

Mentors who are dynamic, energetic, and enthusiastic about their work and they are able to stimulate their mentee's interest in learning. In the educational setting, teachers/mentors displaying these characteristics are consistently rated high by students/mentees. Enthusiastic teachers use vocal inflections, humor and movement, and they are generally charismatic. Not everyone fits this mold—based on one's personality traits. However, it is critical that mentors communicate their enthusiasm by:

- Telling mentees why you enjoy working their job
- Sharing the challenges that accompanies the job
- Letting mentees know they enjoy working with them as they acquire new knowledge

Enthusiasm is infectious and influences your mentee dramatically. It also helps to increase mentees appreciation for learning and keeps morale high.

Informal Contact

"Something we were withholding made us weak until we found it was ourselves."
Robert Frost

Beginning faculty members and mentors frequently state that informal discussions with experienced faculty member are the most valuable source of assistance. Often a bit of information, some timely suggestions, or a few words of understanding and encouragement are a big help.

Help In Many Areas*

The mentor should often meet informally with the beginning faculty member to discuss such day-to-day concerns as:

- Taking attendance
- Understanding college discipline policies
- Acquiring supplies and materials
- Understanding contracts and benefits
- Planning classroom/lab instruction
- Coping with daily problems
- Grading and record keeping

Any concerns of new faculty members are valid subjects for frequent informal conferences. Consequently, the mentor should make an effort to be both available and easily accessible to the mentee, especially the first few weeks of the academic year. In one study, mentees perceived that the most important role of a mentor was to provide adequate communication so mentee concerns could be discussed (Rehrig, 1996).

**It is best to set a time limit in advance.*
**Do not rescue the supervisor by doing things that are supervisory, but may be forgotten or neglected by the new instructor's supervisor.*

Role Modeling

Current literature on mentoring emphasizes the importance of providing mentees with role models for personal and professional behavior. In addition to helping the mentee acquire skills and knowledge, the mentor "must be modeling the professional growth commitment as well" (Lambert & Lambert, 1985). What seems to confirm and enhance the mentoring relationship is the mentee's "respect for the mentor as a professional and as a human being who is living a life worthy of that respect" (Lester & Johnson, 1981).

Green (1996) lists role modeling as one of the three main categories of an effective mentoring program. Role modeling assists the mentee in developing a sense of professional identity and competence, while the mentor profits in the area of technical and psychological support, internal satisfaction, and increased respect from colleagues (Kram & Isabella, 1985). Role modeling is much more than demonstration teaching by the mentor. In a study conducted over twenty years ago, Rauh (1976) stated that it is exhibiting the mentor's professionalism; it is showing the mentee how to get things done within the political climate of the college and the community; it is demonstrating realistic ways of solving problems; it is exhibiting energy, self-confidence, security and competency. In a study conducted twenty years later Jambor (1996) made a similar conclusion. Jambor suggests that the responsibilities of mentors include: acting as a role model, being responsible for hands on training, being committed to helping the mentee in the development of teaching and learning techniques, and to give honest 2:1 (two positive attributes for each negative one) feedback to the mentee.

The mentor becomes a model:

- In relations with colleagues, students, administration, and others.
- By demonstrating a commitment to teaching and learning, and to student growth and development.
- By demonstrating exemplary skills in the classroom.
- In collaborative endeavors with other professionals (collegial interaction and support).
- In work habits.
- By modeling a professional growth commitment; having a personal and professional development plan.
- By active involvement in professional activities and professional organizations.
- By expressing a positive set of values and beliefs concerning teaching, learning, and outreach as a career.
- By being a facilitator of change and improvement.
- Having balance* between a professional life and personal/family life.

* *For if one suffers, it negatively and directly effects the other.*

Direct Assistance

Pay attention to style. How you interact with your mentee will largely determine your effectiveness.

Ways of Providing Assistance

Mentors can directly assist their mentees by:

- Helping the mentee diagnose students' learning styles and modify teaching strategies to meet students' needs.
- Bringing new methods, materials, and resources to the attention of the mentee and providing assistance for their implementation. Introduce them to http://www.uis.edu/educationalleadership/ or gunn@uis.edu
- Conferring with the mentee regarding effective ways of meeting course/student learning objectives and institution instructional goals.
- Setting mentor-mentee goals.
- Developing a mentor-mentee action plan.
- Making time available on a regular basis to address the mentee's teaching and learning concerns and progress.
- Modeling skillful teaching and service/outreach strategies.
- Helping the mentee assess his/her teaching and learning skills, including skills that he/she already possesses.
- Responding to specific requests by the mentee.
- Helping the mentee identify specific competencies, which need improvement.
- Helping the mentee organize and manage responsibilities, time, resources, and energies.
- Helping the mentee develop and maintain a record-keeping system.
- Informing the mentee about professional development opportunities for professional involvement.

- Helping the mentee to understand the written and unwritten rules and norms in the community college.
- Observing the mentee develop a management system.
- Assisting in the mentee's socialization to the college environment.
- Modeling and/or suggesting techniques for conferencing with students.
- Acting as a confidant for the mentee to express personal/professional concerns.
- Encouraging and supporting self-direction and autonomy.
- Providing examples of lesson plans and course syllabi.
- Giving feedback on the mentee's progress in meeting teaching and learning, and outreach goals.
- Encouraging the mentee's efforts to try their own ideas.
- Identifying resource people within the college, advisory council membership, and community.

Need for Direct Assistance

A study of first year faculty identified the following problems, which might be addressed through direct assistance by the mentor (Sacks & Brady 1985):

- Moral support, guidance, and feedback
- Discipline and management
- Curriculum and lesson planning
- School routines and scheduling
- Motivational techniques

Offer to share the wealth of knowledge and experience you have gained,
but take care not to intimidate or overwhelm.
The experience "to listen" is the most valuable...
one, which never intimidates or overwhelms.

Demonstration

Videotapes, whether prepared locally or commercially, also can be used to demonstrate effective teaching. Video tapes offer some specific advantages, including convenience and consistency, but cannot replace the effect of a live demonstration and subsequent conference with the demonstrating teacher.

A demonstration occurs when an experienced teacher shows a beginning mentee the proper use of a teaching and learning strategy, technique, or skill by incorporating it into an actual classroom lesson.

One of the more important functions that mentor teachers can perform is to "prepare and teach demonstration lessons so mentees can observe specific techniques or materials being used" (Gray & Gray, 1985).

Recommended Procedure

When scheduling any kind of demonstration, the following procedure, similar to the three-step process described in the "Observation and Feedback" section of this handbook, is recommended:

1. Pre-Conference. The mentor and mentee determine the goal of the demonstration/observation and what the mentee should observe and record.

2. Demonstration/Observation. The mentor or mentee demonstrates the pre-established procedure at the scheduled time, while the mentee or mentor observes.

3. Post-Conference. The mentor and mentee review and analyze what was accomplished by the demonstration, provide 2:1 feedback, and make plans for

    a) The mentee to practice the observed skill(s), and/or
    b) Additional observations or demonstrations with incorporated concerns.

When to Demonstrate

The following are examples of appropriate times for demonstrations by the mentor:

- On request of the mentee.

- Following an observation of the mentee by the mentor and identification of a technique, which could be useful to the mentee.

- By mutual agreement.

- When the mentor has a specific technique to share.
- On a regularly scheduled basis.
- As a part of the mentee's professional development plan.
- When applicable videotaping the demonstration for post conference review by both the mentor and mentee is the most effective practice.

Give Positive Feedback

Trust and support will be enhanced and anxiety reduced if the mentor takes care to offer feedback in positive terms. The following rules are a guide for providing constructive 2:1 feedback:

- Focus feedback on teaching and learning.
- Focus feedback on the behavior rather than the person.
- Provide objective feedback on observation, and cite specific examples.
- Describe rather than judge.
- Point out specific causes and effects.
- Share ideas rather than give advice.
- Explore alternatives rather than give solutions.
- Give only the amount of feedback the receiver can use.
- Provide feedback valuable for the receiver rather than the giver.

First Observation

Mentors and mentees may require more than one observation and conference sequence to establish a strong, trusting relationship. Once this level of trust has been achieved, the mentor and mentee are ready to proceed on to the observations and conferences that focus on specific instructional growth.

The mentor's feedback to the mentee always is in strict confidence. *The mentor must* ***not*** *be part of the administration's system of mentee evaluation.*

This process of pre-conference, observation and post-conference should continue throughout the year.

Second & Subsequent Observations and Conferences

1. Pre-Observation Conference (10-15 minutes)

   - Set dates, times, and length for observation and post-conference.
   - Agree upon what is to be observed.
   - Determine where the observer is to sit in the class.
   - Discuss the outcomes and process to be observed and demonstrated.
   - Specify the observation tools to be used.
   - Plan how to introduce the mentor and purpose of observation to students.

2. Observation (10-25 minutes)

   - Mentee should maintain eye contact with learners, not the mentor.
   - Observe one or two behaviors or strategies.
   - Use observation criteria agreed upon in pre-conference.

3. Post-Observation Conference (10-60 minutes)

   - Set relaxed tone.
   - Review video.
   - Discuss objective data as opposed to viewpoints or judgments.
   - Explore strategies, alternatives, causes and effects.
   - Discuss areas of focus for future observations and other activities. Document this step on your action plan.
   - Remember: video taping the activity or demonstration and then reviewing the tape as a joint mentor/mentee is the most effective* learning process.

* *Taping at first may be detrimental to the observation function since taping can be extremely threatening to new faculty.*

Assisting with a Professional Development Plan/Professional Portfolio

---

The mentor must not assume they are the only source of mentoring.

One important key to successful mentoring is moving the mentee *from some level of dependence on the mentor to a high level of self-dependence*. As a logical step in this process, the mentee can begin to plan, formally or informally, a professional development process. This process is apart from any assessment of the mentee.

Kinds of Professional Planning Assistance

The mentor can assist in planning professional development portfolio by:

- Sharing views concerning first year success (survival) and possible career goals.
- Providing direct assistance, e.g., answering questions, suggesting strategies, identifying resources.
- Assisting the mentee in setting short- and long-term professional goals and developing a workable action plan (see sample in appendix).
- Creating opportunities for the mentee to become involved in professional activities, e.g., faculty activities, professional associations, special projects, advisory committees, and to "prove" him/herself as a professional.
- Providing information on the mentor's own professional development plan as a model.
- Acting as a resource to help the mentee obtain information such as promotion and tenure process and requirements.

A professional development plan also includes a commitment to *balance* personal and family commitments–especially during the mentee's first two years.

Payoffs & Pitfalls

Avoiding danger is no safer in the long run than outright exposure. Life is either a daring adventure or nothing.
Helen Keller

First and foremost, mentors are dedicated faculty members. Additionally, they are not only competent teachers with commitment to service and outreach, but they are faculty who willingly extend themselves, continually seeking professional growth and rejuvenation.

The research of Gray and Gray (1985) reveals that exemplary mentors possess the following qualities:

- Effective mentors are secure; they have power and expertise. They are people-oriented; they like and trust their mentees.

- Successful mentors take a personal interest in the careers of their mentees, encourage their ideas, and help them gain confidence in becoming self-directed professionals.

Take care not to let your added responsibilities eclipse your own personal and professional growth and development. You can't give what you don't have.

The Payoffs

The value of collegial relationships among faculty who are teachers and scholars is widely reported in the literature. Even more impressive are the results coming from research on mentor/mentee programs. As demonstrated in the following quotes from Iowa State University's *Community College Mentoring* (CCM) project, mentors and mentees indicate that mentors gain as much or more from their participation as do the novices:

Table 1: Quotes from mentor and mentees

"The mentor-mentee program acts as a catalyst for mentors to share their ideas and experiences with new faculty, enabling them to grow professionally and thus maximize their potential."

"When mentors share their unique talents, there is a sense of electricity in the air. Mentor-mentee programs provide an environment for this excitement to occur. It brings faculty together to share and grow professionally."

"I consider the mentor-mentee programs to be a most powerful effort initiated to upgrade the growth process and status of mentees as they avail themselves of the professional development opportunities offered."

"The future of new faculty lies with mentors and mentee's willingness to share ideas and strategies with each other."

"I consider it a privilege to work with my mentor in an exciting, innovative program for new faculty."

"While mentors have the autonomy, opportunity, time, and resources to participate in their own and their mentee's professional growth, mentor teaching and learning improvement is the obvious consequence."

Take care not to let your added responsibilities eclipse your own personal and professional growth and development. You can't give what you don't have.

The Pitfalls

Table 2: The potential pitfalls of mentors are summarized into five general categories

Category	Description
Overextending	Experienced mentors want to be effective managers of their personal and professional lives. However, often because of their professional commitment, they find themselves, saying, "yes" to too many projects. • The "super professional" myth implies that we do all that is asked–and do it perfectly. • A simple professional "no" to too many requests is the beginning of a "win-win" situation for the mentor and the mentee
Proceeding without clarification	Establishment of clearly defined expectations between all parties, coupled with consistent feedback/communication between these groups, is an absolute necessity.
Assuming too much responsibility	Mentors may become overly involved with the mentee, fostering a relationship of dependency. It is paramount that mentors have a clearly defined concept of facilitating and giving needed feedback.
Under utilizing professional growth	In the psychological and developmental literature, it is widely recognized that novices do not learn simply by copying or modeling what experts do. Complex understandings and skills follow developmental patterns similar to the complex learning, research, and outreach endeavors. • To assist mentees in their movement from novice to expertise requires that the mentor facilitate the beginner's professional growth through a variety of methods and techniques. • Mentors must incorporate into their professional repertoire various skills, including collaborative learning, working with mentees of various age, conducting observations and data collections, problem solving, demonstrating empathy, and giving constructive criticism. • Take care not to let your added responsibilities eclipse your own personal and professional growth and development. "You cannot give what you do not have."
Time	This needs no explanation. We are all asked and expected to do more with less of everything including time. • Remember, as you practice your time management skills, the mentee is also learning and practicing this skill. • Remember, efficiency and effectiveness are not one and the same

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The mentor must not assume they are the only source of mentoring.

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Putting It All Together

Putting It All Together

"Come to the edge, he said.
They said: We are afraid.
Come to the edge, he said.
They came.
He pushed them. . . and they flew."
Guillaume Apollinaire

There is little doubt that ongoing, meaningful contact between mentors and mentees reinforces and fosters professional development and builds trust.

The following pages contain a month-by-month listing of suggested activities designed to promote interaction between mentors and their mentees. The activities suggested for each month were selected, in part, to correspond with typical activities and events occurring in an academic year. Activities and topics were selected by reviewing research on the needs of beginning faculty and the experiences reported by mentors and mentees.

Mentors and mentees are encouraged to review these activities as a team, to modify them as needed, and to create others of their own in order to maximize the development of their relationship.

Year-At-A-Glance Checklist

AUGUST/SEPTEMBER
____ Meet, welcome your mentee
____ Develop collegial relationship
____ Communicate with Supervisor
____ College/Building Activities
____ Informal Meetings
____ Weekly Conference
____ "Socializing" mentee
____ Mentor-mentee action plan
____ Observation and feedback
____ Mentor-Mentee Assessment Forms
____ Celebrate

OCTOBER
____ Weekly conference
____ Observation and feedback
____ Informal discussions
____ Share resources
____ Communicate with supervisor
____ College/Building activities
____ Mentor-Mentee Assessment Forms
____ Celebrate

NOVEMBER
____ Weekly conference
____ Observation and feedback
____ Professional development opportunities
____ Communicate with supervisor
____ Mentor-Mentee Assessment Forms
____ Celebrate

DECEMBER
____ Weekly conference
____ Informal communications
____ Observation and feedback
____ Communicate with supervisor
____ Mentor-Mentee Assessment Forms
____ Bring Closure to First Semester
____ Celebrate!

JANUARY
____ Weekly Conference
____ Review semester
____ Celebrate
____ Informal contact
____ Communicate with supervisor
____ College/Building Activities
____ Mentor-Mentee Assessment Forms
____ Celebrate

FEBRUARY
____ Weekly conference
____ Informal contact
____ Communicate with supervisor
____ Mentor-Mentee Assessment Forms
____ Celebrate

MARCH
____ Weekly conference
____ Observation and feedback
____ Develop peer-based relationship
____ Informal communications
____ Communicate with supervisor
____ College/Building Activities
____ Mentor-Mentee Assessment Forms
____ Celebrate

APRIL
____ Weekly conference
____ Informal contacts
____ Planned activities
____ Communicate with supervisor
____ Mentor-Mentee Assessment Forms
____ Celebrate

MAY
____ Weekly conference
____ Revise mentor-mentee activities
____ Informal communications
____ Reinforce peer relationship
____ Communicate with supervisor
____ College/Building Activities
____ Mentor-Mentee Assessment Forms
____ Bring Closure to Academic Year
____ Celebrate!
____ Celebrate

August/September Activities and Ideas

Table 3: Suggested activities and ideas for the first month in the mentoring process

Informal Meetings

- Drop in to touch base
- Share a funny or interesting event that happened during the day
- Write an occasional note acknowledging or supporting activities and successes
- Meet informally for coffee
- Be willing to laugh at yourself

Weekly Conference

- Keeping student records
- Maintaining control of classroom
- Managing classroom lectures
- Identifying college policies
- Maximizing academic learning time

Socialization of Mentee into School

- Discuss institutional and department norms, social traditions
- Introduce to other staff
- Review standard operating procedures

Communications with First Line Supervisor

- The Mentor-mentee relationship is a confidential one. Discussions with supervisor/administrator should deal with activities, not mentee concerns

Plan Mentor Activities with Mentee

- Cooperatively develop a flexible mentor-mentee action plan

Work on Relationship with Mentee

- Continue frequent communication and contact

Mentee Observation of the Mentor

- Schedule demonstration lesson to be observed and followed by a conference
- Initial demonstration is in the mentor's classroom
- Use either a lecture, discussion, brainstorming, debate, demonstration, or other learning activity

Celebrate survival!!

October Activities and Ideas

Table 4: Suggested activities and ideas for second month in the mentoring process

Weekly Conference

- Midterm grades
- Classroom management
- Discipline
- Managing instructional tasks, time management
- Audio-visual department & library
- Student motivation and feedback
- Review Mentor-mentee action plan

Observation of Mentee

- Schedule observation with pre- and post-conference together
- Identify focus for next observations

Observation of Mentor

- Schedule observation with pre- and post-conference together
- Identify focus for next observations

Informal Discussions

- Continue to share events and happenings of the day

Share Resources for Professional Development Opportunities

- Supporting agencies outside of college
- College staff development programs
- State level and professional organizations

Communicate with Supervisor

Plan activities, which encourage communication and allow for mentors and mentees to share experiences

Review time management plan

Discuss October Success/Assessment form

Celebrate successes (including survival!!)

November Activities and Ideas

Table 5: Suggested Activities and Ideas for the third month in the mentoring process

---

Weekly Conference

- Providing feedback to students
- Curriculum resources, materials: http://www.uis.edu/iscc
- Review Mentor-mentee action plan

Continue observation and feedback

Continue discussions about professional development opportunities

Communicate with supervisor, department head and/or dean

Check your college and department calendars to anticipate upcoming activities you should discuss or plan for

Schedule opportunities for your mentee to observe other teachers

Set up December meeting with dean and department chair

Review time management plan

Discuss November Success/Assessment form

Celebrate successes:

- The end of the first semester is in sight!!
- The arrival of snow geese at the Desoto Bend National Wildlife Refuge

December Activities and Ideas

Table 6: Suggested activities and ideas for forth month in the mentoring process

Weekly conference:

- Procedures for ending and beginning the semester
- Grading and grade reporting
- Curriculum resources
- Promoting positive relationships among students and teachers
- Review mentor-mentee action plan
- Maintaining classroom, student, and resource management

Review first semester's Success/Assessment forms:

- Discuss highlights
- Evaluate growth experience
- Review experiences and evaluate current success of program with mentor: identify any modifications
- Mentee communicate with department chair
- Review mentor-mentee action plan

Bring closure to fall semester

Celebrate! No, the light at the end of the tunnel was not a train. It was the lights of the Christmas tree!

January/February Activities and Ideas

Table 7: Suggested activities and ideas for the sixth month in the mentoring process

Weekly Conference

- Plan activities for second semester
- Review and discuss college office staff roles, departments, and support services
- Share literature, research readings, professional journals
- Review mentor-mentee action plan
- Use of community resources and college, e.g., guest speakers, field trips

Continue informal communications

Ongoing communications with supervisor

Set up February meeting with dean

Discuss January-February Success/Assessment form

Review time management plan

Celebrate the beginning of your second semester as well as keeping your Christmas gift spending at a minimal!!

March Activities and Ideas

Table 8: Suggested activities and ideas for the seventh month in the mentoring process

Weekly conference
- Mentee's concerns, needs
- Professional organizations
- Review mentor-mentee action plan

Mentee observation of other teachers

Relationship with mentee

Informal communications, contact

Discuss type of observations needed

Communicate with dean

In-service for mentors and/or mentee

Discuss March Success/Assessment form

Review time management plan

Celebrate success and March madness!

April Activities and Ideas

Table 9: Suggested activities and ideas for the eighth month in the mentoring process

Weekly conference

- Career planning and development
- Testing and evaluation services
- Review mentor-mentee action plan
- Begin discussing bringing the year to a close

Informal contact

Continue activities on action plan

Communicate with supervisor

Discuss April Success/Assessment form

Review time management plan

Celebrate, celebrate, and celebrate!! Robins, cardinals and morning doves are looking for nesting places!

May Activities and Ideas

Table 10: Suggested activities and ideas for the ninth month in the mentoring process

Celebration of completing first year of teaching!

- Awards or certificates
- Recognition banquet for mentors and mentees
- Terminate formal mentor/mentee responsibilities
- Celebrate the mentor/mentee privileges and rewards

Weekly conference

- Procedures for ending/beginning the year
- Review of first year events
- Identify goals for next year

Revise mentor-mentee activities

Continue informal contact

Build and reinforce peer relationship

Discuss May as well as first and second semester Success/Assessment forms

Review time management plan

Bring closure to academic year

Evaluation and Feedback

Evaluation and Feedback

Evaluation is a "necessary evil" in educational programs. As a mentor you may be required to assess or evaluate some aspects of the mentee's educational progress. Remind the mentee that evaluation is an important part of the learning process and should be viewed in a positive light. Evaluations inform both mentor and mentee about the mentee's progress or lack thereof.

How do mentees know what they are doing right or what they need to change if no one tells them? The following guidelines can be useful to mentors in any mentoring program.

1. Having clear expectations:

   Clear expectations lead to improved outcomes and evaluations. Specific evaluation forms may be developed and administered by mentors, depending on the program. These forms should be reviewed with the mentee at the outset. The information on the form is a learning tool for all involved in the mentorship program. It can serve as an assessment tool in determining whether or not the mentee achieved the desired state of competency.

   When the mentor reviews the completed form with the mentee, the mentee is able to learn from the process. Here, strengths and challenges that were observed by the mentor and mentee can be discussed and appropriate strategies for changes and/or improvements designed.

2. Feedback:

   Mentors are required to give both formative and summative specific feedback to the mentee. This should be done in an atmosphere of trust and support. The way in which the feedback is formulated will determine the level of acceptance form the mentee. The following guidelines for providing constructive 2:1 feedback[1] are recommended.

   1. Explore and share ideas rather than give advice
   2. Focus feedback on teaching and learning.
   3. Focus feedback on the behavior rather than on the person
   4. Provide objective feedback on observation, and cite specific examples.
   5. Describe rather than judge.
   6. Point out specific causes and effects as well as the positive and negative consequences of one's actions.
   7. Explore alternatives rather than give solutions.
   8. Give only the amount of feedback the receiver can use.

Consider the following when assessing and evaluating the mentee's **technical skills:**

1. Specifically indicate how the mentee has improved and where there is need for improvement.
2. If demonstrating, leave part for the mentee to do.

[1] For every negative feedback provide two positive feedback

3. Ask questions during demonstrations to direct attention to various components.
4. Clarify why acceptable work is not necessarily perfect work.
5. Praise specific aspects rather than generalities.
6. Use probing questions probe and to help mentees formulate answers to your questions
7. Determine if mentee needs directions on what to do.
8. Set clear (operationally defined expectations) criteria for performance.
9. Describe contingencies to influence behavior.

Consider the following when assessing and evaluating the mentee's **interpersonal skills:**

1. Never belittle mentees' personality or personal characteristics.
2. Give mentee the benefit of the doubt that he/she is not trying to get away with something.
3. If you make a mistake with a mentee, acknowledge the error.
4. Ask mentees to have a self-evaluation of their own work, to determine if they can perceive errors.
5. Avoid showing excessive anger or frustration. Get yourself under control then express the emotions verbally
6. Start with praise when making a correction.
7. Act in a way consistent with professional values and ethics.
8. Indicate what has been done correctly as well as any errors.
9. Encourage mentees to present alternatives and new ideas about procedures and processes
10. Attend to the questions and concerns of mentees so that he/she feels respected.
11. Show concern for a mentee who is having trouble and appears anxious.

Feedback should be:

Feedback should be undertaken with the mentor and mentee working as allies, with shared common goals. **Timing for giving feedback is crucial to success.** Feedback should be

1. Based on first-hand data.
2. Regulated in quantity and limited to behaviors, which are remediable.
3. Focused on teaching and learning.
4. Focused on the behavior rather than the person.
5. Structured to point out specific causes and effects
6. Geared at sharing ideas rather than giving advice.
7. Geared at exploring alternatives rather than give solutions.
8. Given in manageable chunks to the receiver.
9. Phrased in descriptive non-emotive language.
10. Designed to elicit specific performances, not generalizations.
11. Focused on dealing with decisions and actions, rather than assumed intentions or interpretations.

The following table suggests ways to identify if the mentor is giving positive observable feedback or negative perceived feedback.

Table 11: Providing feedback in a positive or negative manner

Positive	**Negative**
This is based on observable behaviors and facts: Problem: Focuses on the problem, with concrete, objective facts Specific: Identifies specifically what should occur or change starting with the most recent event Change: Focuses on the future and what can be changed, not on making the mentee feel guilty, weak, or pessimistic; encourages mentee to want to change Relationship: Focuses on improving performance, increasing commitment and building a positive work relationship	This is based on feelings and perceptions: Person: Focuses on the person and his/her attitudes and traits General: Uses general statements that may magnify the problem by using words like never, always, continually, etc. Blame: Establishes blame; making the mentor feel guilty and focuses on the past Self: Centers on the needs of the mentor and sometimes involves venting one's anger and frustrations

CRITERIA FOR FEEDBACK

Examples

Adapted from: The Dietetics Educators Practice Group of the American Dietetic Association: Preceptor's Guide For Teaching Dietetic Internship. This guide is an adaptation of information presented at DEP Area Meetings and COE Workshops. Developing Clinical Preceptors. Bruce Rengers, Janice Gary, Kyle Kimbel, and Noreen Schvaneveldt (1999) developed the materials on which this guide is based.

Purpose: to help the mentee consider changing behavior by providing information about how the mentee's behavior affects others

DESCRIBE the behavior of the mentee RATHER THAN JUDGE the mentee

- "I saw you using the elevator. Remember to take the stairs when possible to keep the elevators uncongested."
- **Not!** "Don't be so lazy by taking the elevator."

PROVIDE SPECIFIC FEEDBACK, NOT GENERAL

- "You need to wear a closed toe shoes when you are teaching."
- **Not!** "You're not prepared to work wearing sandals."

PROVIDE CONCERN FOR THE NEEDS OF BOTH MENTOR AND MENTEE.

- "I need to take a break from this situation-I'm feeling really stressed right now. Please meet me in 30 minutes in my office and we will discuss the language you used with the secretary."
- **Not!** "I don't have time for this nonsense. Don't be rude to the secretary any more!"

DIRECT FEEDBACK TO SPECIFIC BEHAVIOR, WHICH THE MENTEE CAN CHANGE.

- "The last time we met to evaluate your progress, I felt uncomfortable when you interrupted me and stood up and leaned toward me. Today, when I review your progress, I will appreciate if you stay seated and do not interrupt. You will be given time to tell me things you believe I need to know."

THE MENTEE SOLICITS FEEDBACK

- This is evidenced by the mentee asking YOU how a specific situation/event/behavior was accomplished. This is an ideal situation-but not usually what occurs.

TIME YOUR FEEDBACK APPROPRIATELY

- It should be as immediate as possible so that clarity is not lost.

CHECK YOUR UNDERSTANDING WITH THE MENTEE TO ENSURE CLARITY

- "I want to check that we have both arrived at the same conclusions about how you will fulfill this competency. Please reiterate for me the steps you will take to complete this objective..."

How to deal with difficult mentees

Although there may be screening in the selection of mentees, occasionally there may be a difficult mentee. Please respond to the difficult mentee much the same as you respond to a difficult employee or colleague. If there are specific behaviors you won't tolerate ensure that you:

- Inform the mentee at the outset.
- Include others in the mediation process if necessary as you work with the difficult mentee.
- Have documentation at all levels if action will be taken. Sometimes the action will include simply placing the mentee in another location–perhaps there is a personality conflict. Other times the action will include terminating the mentee's participation in the program entirely.

While this is unfortunate and no one leaves the situation with a smile this may be a necessary step depending on the situation.

Table 12: Tips and reminders of how to work with in an uncomfortable mentor/mentee situation

- Frequent, ongoing evaluation should be conducted so that mentees know exactly what skills, knowledge, or application processes need improvement.
- Problems should be identified and dealt with as early as possible.
    - When discussing problems with mentees, you need to specify the issues and/or concerns.
    - While it may be uncomfortable to confront a mentee with a problem, it is less painful and more productive to do it in the beginning.
    - Bad habits are easily reinforced through repetition. Therefore, it is important to correct bad habits as early as possible.
- Mentees need to know the consequences of their actions or deficiencies.
    - Expected outcomes must be realistic and clearly outlined
- Rules and expectations must be communicated clearly (sometimes in writing).
- Try to find the positive attributes of mentees on which to build.
- For knowledge deficiencies, mentees can be given extra help in the form of reading materials or working with someone else to overcome the deficiencies.
- For all situational difficulties try and speak with mentees about your feelings and give them a chance to express their feelings as well.

Quick Flip Questions for Critical Thinking

Mentees and Learning

How do you know when/what the mentee is learning? Throughout the mentoring program the mentee is on a very steep learning curve. Questioning is a good technique, which, if used properly can improve learning and understanding. Avoid asking close-ended questions requiring a "yes" or "no" answer. Instead, use open-ended questions that require the mentee to demonstrate a high level of understanding, application, and synthesis of information. Ask the mentee to 'think out loud'–in order to justify and/or clarify their points of view, explanation, and decision about processes and procedures. Bloom's Taxonomy can be used as a guide in formulating higher order thinking questions.

Table 13: Blooms Taxonomy with levels of questions

Level	Description	Action/assessment verbs	Example of question stems
I. Knowledge	The recognition or recall of facts. Knowledge can be measured through the ability to restate or identify information	Define, identify, label, list, match, relate, name, show	What is the…? Identify the order…? When did…?
II. Comprehension	The ability to demonstrate understanding of information by presenting it in another format. Comprehension can be measured by using one's own words to capture the intent or substance of a concept	Describe, generalize, paraphrase, summarize, estimate, compare, explain, outline, relate	Can you describe…? How would you…? What are the steps…?
III. Application	Uses knowledge in a situational context. Application can be measured by the accuracy with which learned concepts, procedures, or other knowledge are applied to solve problems, generate methods to find answers, or dramatize courses of action	Chart, determine, implement, prepare, solve, use, develop, apply, build, select, solve, utilize, plan	Demonstrate... Calculate the ..? How did you…? Determine…?
IV. Analysis	Deconstructs an idea or other knowledge to identify its individual components and the relationships of the components to the whole. Analysis can be measured by the ability to accurately identify the individual components and to explain the contribution of each to the whole	Differentiate, distinguish, discriminate, compare, identify, analyze, dissect, inspect, simplify, survey	Contrast ___with ___… What evidence…? How would you…? Prioritize the following… How did you recognize…?
V. Synthesis	Merges knowledge to create new knowledge. Synthesis can be measured by the ability of the learner to arrange knowledge into a unique, structure and to understand and demonstrate how and why these various elements work together	Create, design, plan, organize, generate, write, solve, adapt	Design a new… What would you anticipate…? Can you formulate…?
VI. Evaluation	The application of a criteria or set of standards to conclude a value judgment. Evaluation may be measured by the generation of the criteria regarding the value, usefulness, quality, effectiveness, or some other standards, and/or applying that criteria to an idea, or other knowledge	Appraise, critique, judge, weigh, select, evaluate, justify, deduce, assess	In your opinion…? Justify why…? How would you…?? Would it be better if…?

Table 14: Questions you may ask the mentee based on the purpose of the questions

Purpose of questions	Examples
Assessing basic knowledge-open ended	What are your reactions to this case? What aspects of the problem are of most interest to you? What are the most important variables?
Diagnostic	What is your analysis of the problem? What conclusions you can draw from the data? Why were you successful in solving the problem?
Information-seeking	What were the most challenging part(s) of the assignment? What steps were used to overcome the challenges?
Challenge	Why is this lab session important to student learning? What evidence do you have to support your conclusions?
Action	What do students need to do in order to learn? Who needs to be included in the decision regarding the criteria for the portfolio?
Questions and priorities	Given the limited resources available in the community college what are your priorities? How can we get others to make this initiative a priority?
Prediction	How do you think students will react to the new grading policy? When do you expect us to see benefit for technology integration in the general curriculum?
Hypothetical	If there is a snowstorm, what options would student have regarding accessing class materials?
Extension	What are the implications for cutting this program form the college?
Generalization	Based on the financial information from the department, what are the opportunities and threats you envision for diversity issues? Based on what you know about the benefits of having workshops on diversity, what programs should we rally support to keep?

Appendices

Observation Tools

Teaching Observation Tools

Using observation tools is like taking snapshots of classroom events. Their purpose is to record, in an objective and useable manner, the verbal and nonverbal behaviors of students and teachers. There are many types of observation tools in existence, and the following serve as examples of what is available for classroom observers. Mentors and their mentees are encouraged to use whatever existing observation tools they agree will be helpful or develop their own.

The following are some examples of those tools:

1) Student/teacher question patterns, figures 2a-2c
2) Reinforcement and feedback, figure 3
3) Student movement, figure 4
4) Instructor movement, figure 5
5) Instructor movement for learning teams, figure 6
6) Cause and effect, table

Student/Teacher Question Patterns

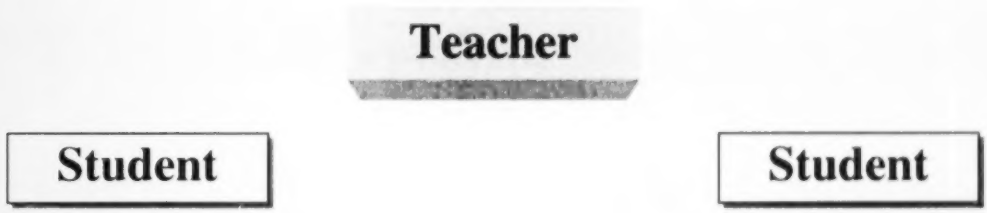
A seating chart can be used to record the frequency of each student's interaction with the teacher during any question-answer exercise.

Directions: When the teacher asks an individual student a question, place an arrow in that student's box. The arrow should be pointing away from the teacher. Each subsequent question directed to that student should be marked with a slash through the same arrow. In the example, one student was asked two questions, and the other student was asked four questions. See Figure 2a.

Figure 2a: Student/teacher question patterns

When a teacher directs questions to the entire class, place an arrow in or near the teacher's box on the seating chart. The arrow should point in the direction of the class. Subsequent questions directed to the entire class should be recorded as slash marks through the same arrow. In figure 2b, one student was asked the questions. The other student was asked four questions. How many were addressed to the class?

Figure 2b: Student/teacher question patterns



When a student asks a question or responds to the teacher's question, place an arrow in or near that student's box. In this instance, the arrow should point toward the teacher. Subsequent questions and responses by the students should be marked by slashes through the same arrow. In figure 2c, one student asked no questions and the other student asked how many questions?

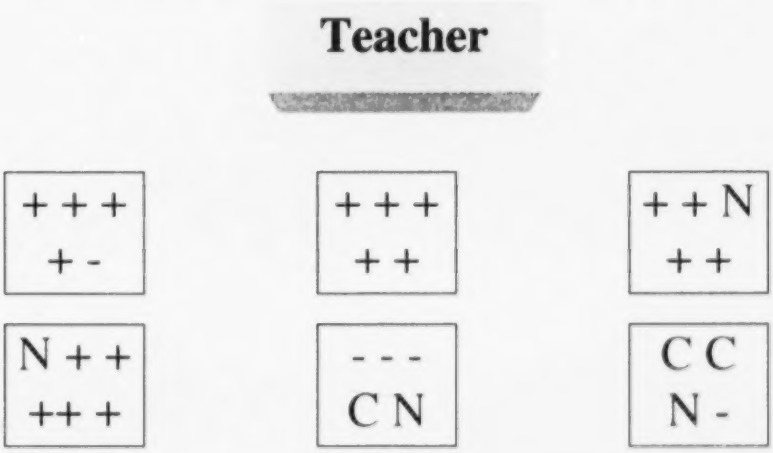
Figure 2c: Student/teacher question patterns

Reinforcement and Feedback

A seating chart may also be used to record teacher responses to individual student behavior. For example, the observer may wish to learn whether the teacher's communications with a class (or individual student) are predominantly positive or negative.

Directions: Each time the teacher provides feedback to an individual student, decide whether the feedback is a reprimand, a positive response (compliment, etc.), a correction, or a neutral response. Then place the symbol for that feedback in the student's box. Hopefully, figure 3 is self-explanatory.

Figure 3: Reinforcement and feedback



Symbols

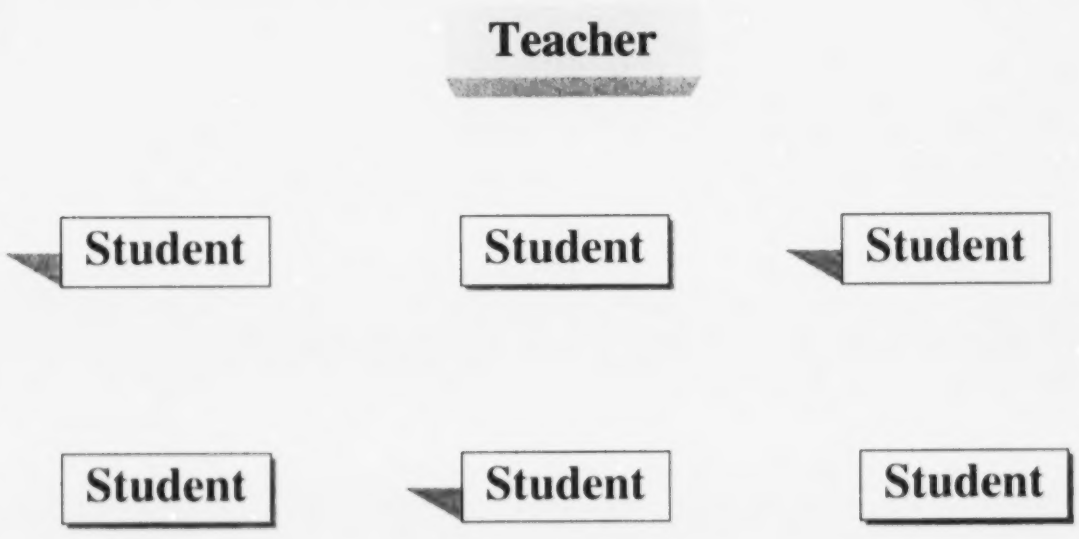
- = Reprimand
+ = Positive
C = Correction
N = Neutral

Student Movement Patterns

The observer may be interested in recording teacher and/or student movement in the classroom during a period of time. Data on a seating chart may provide information concerning teacher preference, classroom management procedures, student engagement, or some other aspect of classroom behavior.

Directions: Use lines with arrows to show which students move about the room during the period of observation. Figure 4 is self-explanatory showing one student to be a "social butterfly," or being a student assistant, and the instructor glued to a desk.

Figure 4: Student movement



Instructor Movement Patterns

Directions: Draw line with arrows to record teacher movement during the observation.

Figure 5: Instructor movement

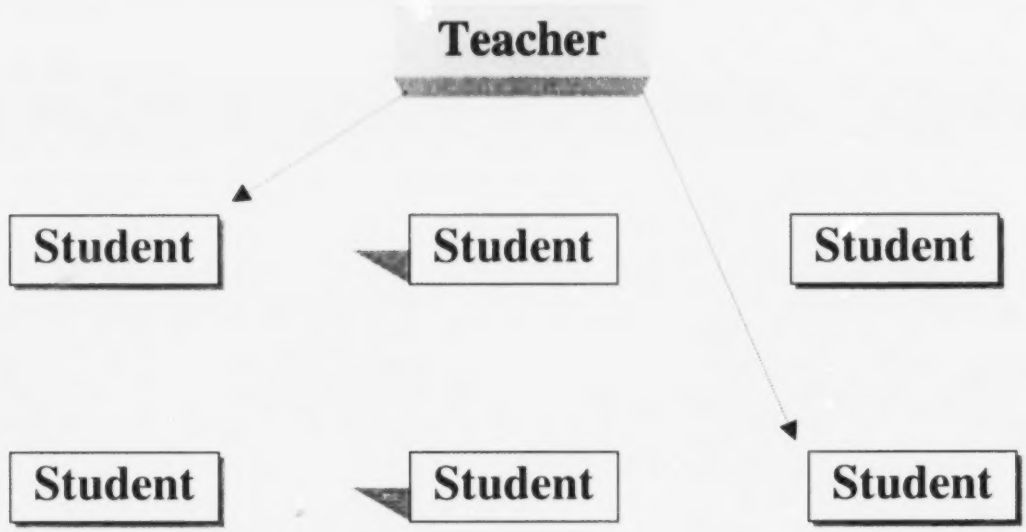
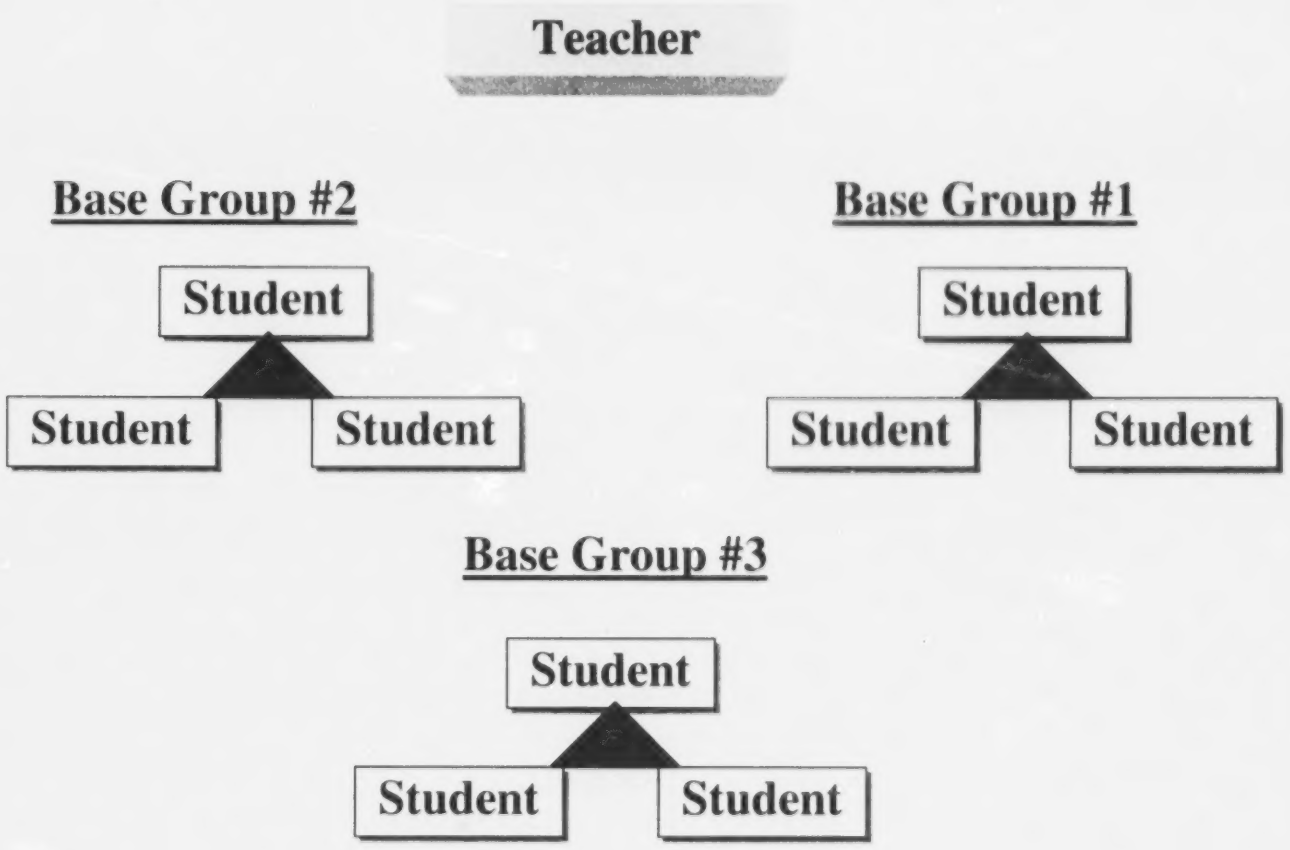


Figure 6 demonstrates how the instructor monitors the learning activity in each base group/learning team. How often is each team monitored?

Figure 6: Instructor movement for learning teams



Cause and Effect Record

The observation tool is designed to give the observer and the teacher information concerning the influence of the teacher's actions on how students respond in the classroom. It can be useful in observing a teacher's classroom management, questioning strategies, direction giving, and other teacher behaviors that call for a student response.

Directions: Divide a blank sheet of paper into two columns. Record teacher actions in the left-hand column and student response to these actions in the right-hand column.

Table 15: Cause and effect record

Teacher's Responses	Student's Responses
• Class Start-Up Time	• Students moving to their seats
• Surveys Class	• Students talking quietly to one another.
• Turns on overhead and says: "Take out a piece of paper and answer the following questions on yesterday's reading assignment."	• Room quiets down
	• Students look at overhead and some students begin to take out paper.
• Takes 3 minutes to focus and position overhead	• Students loose focus and noise level increases
Additional observations	**Additional observations**
•	•
•	•
•	•

Note: mentor and mentee adding more details to it can further develop this sheet. Another thought would be for the master teacher to develop this with their respective students (pick one of your favorite classes) and use it in the mentee's class. Always start the observation in a class that is going well before implementing it in a class that is *not* going as well.

Checklist: Preparing for the First Week

Check List

Preparing for the First Week

Efficiency in the classroom is the hallmark of an effective learning environment. Established procedures, consistently applied and taught to your students at the onset of the school year, will significantly improve your classroom management time.

Directions: Check each item for which you already have a prepared process.
Place an X by any item for which you do not have a policy but need one.
Highlight those items which you will teach the first day of class.

I **Beginning Class**
- A. Academic Warm-ups
- B. Distributing Materials
- C. Class Opening
- D. Other _____

II **Room/School Areas**
- A. Shared Materials
- B. Learning Centers, Stations
- C. Other _____

III **Setting Up Independent Work**
- A. Defining "Working Alone"
- B. Identifying Problems
- C. Identifying Resources
- D. Identifying Solutions
- E. Scheduling
- F. Interim Checkpoints
- G. Other _____

IV **Instructional Activities**
- A. Teacher/Student Contacts
- B. Student Movement in the Room
- C. Signals for Students' Attention
- D. Signals for Teacher's Attention
- E. Activities To Do When Work Is Done
- F. Student Participation
- G. Laboratory Procedures
- H. Movement in Small Groups
- I. Bringing Materials to Class
- J. Expected Behavior in Group
- K. Behavior of Students not in Group
- L. Learning Teams

V **Ending Class**
- A. Putting Away Supplies and Equipment
- B. Cleaning Up
- C. Organizing Class Materials
- D. Dismissing Class
- E. Group Processing
- F. Whole Class Processing
- G. Other _____

VI **Interruptions**
- A. Rules
- B. Cell phones/Lap tops/Beepers
- C. Talk Among Students
- D. Conduct
- E. Turning in Work
- F. Handing Back Assignments
- G. Getting Back Assignments
- H. Consequences for Misbehavior
- I. Other _____

VII **Other Procedures**
- A. Fire Drill
- B. Terrorist Treats
- C. Other _____

XIII **Academic Feedback**
- A. Rewards & Incentives
- B. Posting Student Work
- C. Communicating with Parents
- D. Students' Record of Grades
- E. Written Comments on Assignments
- F. Others

VIII **Work Requirements**
- A. Heading Papers
- B. Word Processing
- C. Writing on Back of Paper
- D. Neatness, Legibility
- E. Incomplete Work
- F. Late Work
- G. Missed Work
- H. Due Dates
- I. Make-up Work
- J. Supplies
- K. Other _____

IX **Communicating Assignments**
- A. Posting Assignments
- B. Orally Giving Assignments
- C. Provision for Absentees
- D. Long-term Assignments
- E. Term Schedule
- F. Homework Assignments
- G. Other _____

X **Student Work**
- A. In-class Participation
- B. Homework
- C. Individual Work
- D. Group Work
- E. Stages of Long-term Assignments

XI **Grading Procedures**
- A. Determining Grades
- B. Recording Grades
- C. Grading Long Assignments
- D. Extra Credit Work
- E. Keeping Papers, Assignments
- F. Grading Criteria
- G. Contracting for Grades
- H. Other _____

XII **Checking Assignments in Class**
- A. Students Exchanging Papers
- B. Marking and Grading Assignments
- C. Turning in Assignments
- D. Students Correcting Errors
- E. Other _____

Reporting Forms for the Mentor and Mentee

Mentor-Mentee Action Plan: Goals

Mentor:_____
Mentee:_____
Date:_____**to**_____

Three Priority Goals For The Year:

I.

_____
_____
_____

II.

_____
_____
_____

III.

_____
_____
_____

The mentor-mentee action plan document is designed to be a collaborative guide for mentors and mentees as they conjointly plan their activities for the academic year. Typically, the action plan serves three function:

1. Clarifies the *roles* and *responsibilities* of the mentor and the mentee.
2. Provides a *focus* and *framework* for mentor and mentee teamwork.
3. Becomes an *informative resource* when shared with other mentor-mentee teams.

Planner:
Goal:
Date Planned:

MY ACTION PLAN

Activities	**Success Criteria**	**Dates:** Due	Started	Completed	**Who's Responsible**	**Resources** People, materials, $, etc.

CCM Monthly Achievement Report

Mentee Name:_____

Mentor Name:_____

Mentor Report for the Month of:_____

1. I met with my mentee. __ yes __ no
   __ formally __ informally ___ # of times
   General topics/concerns discussed:

2. I included my mentee in a school function/committee/meeting, etc… that they had not encountered before. __ yes __ no
   Please describe that "event."

3. I demonstrated (or let my mentee observe) a lesson. __ yes __ no
   What teaching skills/techniques were demonstrated?

4. I observed my mentee's teaching and provided feedback to them. __ yes __ no
   __ formally __ informally
   What skill/techniques did they use?

5. Do you feel that you are being a positive role model for your mentee? __ yes __ no
   List examples:

6. Did the need arise to support or counsel your mentee? __ yes __ no
   Give a short description of the situation.

7. Did your mentee meet with you to set goals and design their development plan? __ yes __ no
   Are they progressing in this area? __ yes __ no

Lesson Plan

Sample Lesson Plan

- A *short* form lesson plan consists of Step #1 only.
- A *long* form lesson plan consists of Step #1 *plus* Steps #2 & 3.

Step #1: Preparation of the lesson outcomes, expectations and Model-T

A. Instructor name: *Gary Murphy* **B. Date:** *April 21, 1999*
C. Course name and number: *Masonry Machinery 101*
D. Competency to be demonstrated: *Operate forklift according to industry standards and work conditions*
E. Workplace attitude: *Work cooperatively as a team member*
F. Safety practice: *Demonstrate forklift safety practices as per OSHA standards*
G. Estimated Time: Present Lesson Information Hour *4* Minute *30*
Demonstrate Skill/Safety Hour *1* Minute *30*
Practice Skill/Safety & Workplace Attitude Hour *8* Minute *0*
H. What the learner must "know" and "do" –

Preparation of the Model-T (Step-by-Step)

DO	KNOW
• Work safely	• Safety check
• Work cooperatively	• Read and interpret maintenance chart
• Safety check the machine	• Read and interpret load chart
• Conduct basic maintenance	• Hand signals
• Use hand signals	• Safety rules for lifting and moving
• Determine load weights	• Starting and running procedures
• Place forks	• Rough terrain rules
• Feather controls	• Cooperation/team expectations
• Move loads on rough terrain	• Lifting and placement procedures
• Place and remove loads on ground	• Other…
• Place and remove loads at heights	•
• Other…	•
•	•
•	•
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Step #2: Preparation of the learner

A. Bridge: Explain/demonstrate the bridge between something the learner already has learned in class or already knows, and the new lesson topic and competency.

When you were a child, did you ever give your sister or brother a ride in a wheelbarrow and the ride usually ended with you losing control and your sister or brother getting dumped? (pause here for response) A forklift is like a grown-up wheelbarrow: much more efficient and much more dangerous.

B. Expected performance: Explain expected trainee performance by sharing:

- Lesson objective:
  Working cooperatively in a learning team, learners will demonstrate how to safely operate a forklift under normal and rough terrain conditions. Each learner must demonstrate their understanding and application of related information, procedure and safety, as well as demonstrate operations and safety according to instructor course guidelines and OSHA standards.
- Learner competency, workplace attitude, and safety practice
- Model-T components: *See Step #1*
- Success criteria: *Refer to course guidelines*
- Measurement tools: *A written quiz; a performance and safety checklist*
- Procedures: *Quiz scheduled for April 28; performance and safety checklist will be completed by team member by April 16 and instructor on April 27/28*

C. Importance and benefit: Explain the importance and benefits of the lesson's competency, workplace attitude and safety

- Learner competency
  An efficient forklift operator is one of the most valued and respected workers on any work site. Such operators are in high demand and earn respect from all workers and supervisors.

- Workplace attitude
  In this lesson, "working cooperatively as a team member" will make it possible for all of you to "ace" the knowing and doing of forklift operating. The ability to "learn cooperatively" will translate as your best employment trait.

- Safety practice

Always be a leader in safety. Unsafe practices observed by: a supervisor will get you fired; by OSHA will cost your company big money, as well as possible shut down; by fellow workers will create uneasiness, decrease productivity, and will cause you to lose their respect.

Step #3: Teaching and learning sequence chart

A Audio Visual	B Topical Sequence	C Teaching-Learning Strategies*
• Safety slide	1. Preparation for the learner (see Step #2)	Discussion
• Slides	2. Safety rules for lifting and moving	Answer questions
• MCAA slide	3. Rough terrain rules	Team summary
• Chart	4. Safety check	Written answers
	5. Read and interpret maintenance chart	Discussion: TTYP
	6. Starting and running procedure	Team report
	7. Lifting and placing procedure	Written answers
• Video	8. Read and interpret load chart	Discussion: Team practice
	9. Hand signals	Brainstorming
• OSHA Video	10. Cooperating behavior	Checklist
• Chart	11. Incorporate safety/cooperation	Problems
	12. Determine load weight	Demonstrate: Checklist: practice in teams
• Check list	13. Safety check machine	Demonstrate: Checklist: practice in teams
	14. Safety check surroundings	Student/Instructor teams
	15. Hand signals	Demonstrate: Practice in teams
	16. Place forks	Demonstrate: Ask questions
	17. Feather controls	Demonstrate: Have teams practice
	18. Move load on smooth surface	Demonstrate: Ask questions: TTYP: Practice by teams
	19. Move load on rough terrain	Demonstrate: Student: Practice by teams
• Video	20. Place and remove load at height	Demonstrate
	21. Basic maintenance	Demonstrate Simulate practice
	22. Summary by students teams	
	23. Summary by instructor	
	24. Practice, practice, practice, by teams	

*Incorporate the 10-15 minute rule